



IMPACT OF PARENTAL COMMUNICATION WITH TEACHERS ON STUDENT'S ACADEMIC PROGRESS

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ABSTRACT

The study will delve into how students benefit from parental contact with teachers. In the given scenario, when the role of parents in education is being considered increasingly important, effective communication between parents and teachers becomes very crucial to shape the academic performance of a student. This research work focuses on the nature and frequency of interaction between parents and teachers and the influence of such interaction on students' learning outcomes. Data will be collected by questionnaires and interviews from parents, teachers, and the students themselves about the perceived benefits derived from parental involvement in academic growth. Some variables that are considered critical in this process have been examined, such as frequent feedback, joint planning of educational objectives, and positive teacher-parent relations affecting students' motivation and achievement. It will provide insight into how improved communication can create a helpful learning environment, improve the involvement of students in schoolwork, and thus lead to better academic achievement. The following study is supposed to stress the importance of family-school collaboration in promoting academic achievement.

KEYWORDS: Parental Communication, Teacher-Student Collaboration, Academic Progress, Parental Involvement, Educational Outcomes, Student Achievement

INTRODUCTION

For a long time already, parental involvement in a child's education has been considered one of the biggest factors in his school performance. Among all kinds of involvement, communication with teachers is the most effective and significant. By communicating regularly with teachers, parents learn more about their child's current progress at school, behavior in class, and emotional state. This partnership encourages collaboration in the solving of every problem that may arise with regard to the child's academics and gives a whole circle of support to the child. The current research would examine the effects of the communication of parents with teachers on students' academic performances with a view to knowing how such communication influences different features of students' academic success. It has been repeatedly confirmed by the series of studies that were conducted that the more effective the communication between the parents and the teachers, the better are the achievements by the students.

If both the teacher and the parents work together, then they can offer more support and care in teaching a child. Open communication provides an opportunity for the teachers to give valuable feedback that parents can use to understand strengths and weaknesses of their children. They could reinforce this feedback at home by replicating the same approach both at home and in school. This also ensures that, through this partnership, early intervention in the case of students' academic difficulties is possible, with both parents and teachers coming up with strategies to address such challenges. Besides, effective communication between parents and schools leads to increased motivation and involvement on the part of the students. When

children perceive that their parents are taking a keen interest in their education and maintaining regular contact with their teachers, they will take their education seriously and make more efforts in their studies. Good communication between parents and teachers treads the path of building a community of trust and can thus help to make attitudes toward school more positive.

It aims to investigate the various formats and frequency of communications between parents and teachers and how they influence academic performance. In this paper, there are surveys and interviews that are undertaken between parents, teachers, and students in an effort to comprehend the various ways through which different communication techniques have had an impact on academic progress. The paper further looks at how feedback from assessments, collaboration between teachers and parents, and general relations of parents and teachers will work toward setting the success of students.

Conclusive studies will give an idea of understanding the importance of the influence of strong parent-teacher communication and possible significance from increased parental involvement in any educational setting. This is the focus of emphasis by this paper on such liaising relationships, joining conversations for better student achievement by incorporating an enhanced family-school partnership.

LITERATURE REVIEW

Daniel and Cooc (2018) examine teachers' perceptions of the academic intrinsic motivation of students with disabilities using a nationally representative dataset. The study focuses

on the disparities in perceptions of IM across the disability categories and places emphases on the roles of parental expectation, teacher competence, and classroom collaboration. Results indicate that students with ASD are perceived to have the lowest IM, while contextual factors like peer collaboration and class participation positively influence teacher perceptions.

Sureshkumar and Krishnamoorthy (2018) researched the impact of parental support on students' academic achievement in Tamil Nadu, using a sample size of 200 ninth-grade students. The findings indicated that the mean difference in academic achievement among students with high and low parental support was significant, but there was no significant difference between boys and girls within similar parental support groups. The key result of this study concluded that balanced involvement by parents is highly essential to improve the academic success of students.

Alabsi and Alsanosi (2019) investigated the level of Saudi parents' role in influencing the academic results of students in EFL using the medium of Edmodo. This study used descriptive methodology to show that if parents' engagement through the platform of Edmodo is high, then English proficiency increases a lot, followed by the motivational factor among the learners. It focused on monitoring the progress of students apart from developing communication and providing required academic support, thus bringing effectiveness in EFL classes.

Shah et al. studied how parental and teacher involvement affect the academic achievement of students in secondary schools in Hazara Division, Pakistan. While parental communication and emotional support were found to be significant predictors of academic achievement among students, the other variables—classroom security and teacher motivation—showed lesser effects on academic performance. The research highlights the critical role of parental involvement in enhancing students' academic growth.

Talha, Qi, and Rizwan (2020) examined the culturally bound effects of perceived parental expectations on students' academic stress in Punjab, Pakistan. The study revealed a significant positive relationship between parental expectations and academic stress, which further varied based on gender, socioeconomic status, and parental education. It was observed that male students and children of unemployed parents experienced higher levels of stress due to greater expectations.

In 2020, Obilor conducted a study to investigate the impact of teachers' communication skills on the academic performance of students in public senior secondary schools in Rivers State, Nigeria. The research identified speaking, listening, attitude, gestures, and facial expressions as critical factors influencing academic outcomes. This finding underscores the need for teacher training in effective communication to enhance classroom interaction and improve students' academic performance.

Research done by Miguel et al. (2021) explored parental and teacher involvements during the abrupt movement toward

modular and online learning in the Philippines due to the sudden onset of COVID-19 in that region. It showed parents become an indispensable monitor of the progression of learning of their kids and are giving their supporting needs. Teachers adjusted and shifted the pedagogy by making use of available technology to promote engagement. Similarly, as appreciated by the students themselves, emotional and material supports proved a major contributing factor toward success in students' learning processes.

Kwarteng et al. (2022) examined the effect of both parental involvement and socioeconomic status on Junior High School students' academic performance in Ghana. According to the results, students' academic performances are seen to be higher when both parental education and occupation improve, besides a corresponding rise in income levels. Additionally, greater involvement of parents was also found to be correlated with higher performances, active participation of parents in student education involving monitoring, providing materials, and interaction with teachers, in conjunction with natural endowments.

Ayimbila et al. (2022) studied parental involvement in monitoring students' academic performances in the Kassena Nankana Municipality of Ghana's senior high schools. Results indicated that generally, the involvements were low impeded by factors such as low levels of education, poverty, one-way communication, and putting into a family, most children. These also highlighted some suggestions for better levels between parents and teachers, PTA meeting, and improvement on levels of awareness of their roles to promote students' education among their parents.

Owodunni (2023) investigated the involvement of parents in the school homework of visually impaired children in the city of Ibadan, Nigeria. The respondents included 45 parents and 15 teachers, but the results showed active support for parents with regard to doing homework with their children with only a few problems presented. Teachers also viewed them as partners in the developing education of students. Some improving suggestions included closer contact between parents and teachers, counseling, as well as specialized teaching materials regarding a visually impaired student.

Ruaya (2023) investigated the effectiveness of the Grade Viewer Application for improving parental involvement at Tagaanan National High School. It was found out that this application has brought positive communication among parents, teachers, and students as it shows current academic information. The study proved that while the app is highly usable and secure, it needed to improve in terms of documentation to maintain the system for future use.

Ashfaq, Malik, and Ahmad conducted a study to assess how the level of parental involvement impacts students' performance as viewed by primary school teachers in Lahore. Indeed, statistical significance was proved by their perception of the effect of parents in encouraging, communicating with the students, and giving learning resources to positively influence the students'

achievements from public and private school teachers. In addition, parents are providing greater support in private than in public schools.

Nyilimpeta and Kiarie studied the influence of parental involvement on students' performance in inclusive secondary schools in Gasabo District, Rwanda. From their research, they recorded high positive associations between the respondent pupils' performance with parental involvement of communication at school, parents participating at school, and parents helping out at home. In particular, recommendations dealt with ways through which parent-teacher channels for information could be established and promoted, how involvement activities would have structured frameworks for organization and implementation, and increasing teachers' capacity in various kinds of training regarding their attitudes toward parents and dealing with parents.

Oni and Soji-Oni (2024) investigated the effectiveness of parental involvement in achieving better school administration and the performance of students in the Lagos District IV, Nigeria. The study revealed that parental involvement is positively linked with academic performance, discipline, and good governance. There are still socio-economic hurdles and communication gaps that act as a barrier. Suggestions for structured parental involvement schemes, more government support, and breaking cultural and linguistic barriers for total involvement of parents are being recommended.

RESEARCH GAP

Most research has been done on how parents communicate with teachers regarding the students' improvement in academics, but still, there is a huge gap in understanding the pathways of this communication to the alteration of academic performance. In most cases, though most studies have established that the more parental involvement the better the academic performance, they also tend to miss out on establishing the frequency, quality, and nature of the communication between the parents and teachers. Also, most of the literature available tends to be geared towards general parental involvement without isolating communication as a significant factor that influences academic achievement.

There is also limited literature explaining the various forms through which communication can take place, such as face-to-face meetings, telephone calls, or digital communication, and how these affect students' academic performance. The role of cultural, socio-economic, and demographic factors in shaping the effectiveness of parental communication with teachers remains underexplored.

While many studies have been conducted on the role of parental involvement in both primary and secondary educational settings, research targeting higher education is less common. This omission leaves a lacuna for deeper exploration in specific contexts—a rural area or an urban area—regarding areas where communication dynamics between parents and teachers might be different.

This study tries to bridge these gaps by focusing on the specifics

of teacher-parent communication and its direct impact on students' academic progress, considering multiple factors that may influence the outcomes.

OBJECTIVES AND HYPOTHESIS

Objectives:

1. To assess the frequency and types of communication between parents and teachers and their impact on students' academic progress.
2. To examine the influence of parental involvement through communication on students' motivation, behavior, and engagement in academic activities.
3. To analyze the relationship between teacher-parent communication and students' academic achievement, considering factors such as gender, age, and socio-economic background.

Hypotheses:

1. **H0 (Null Hypothesis):** There is no significant relationship between the frequency of parental communication with teachers and students' academic progress. **H1 (Alternative Hypothesis):** There is a significant positive relationship between the frequency of parental communication with teachers and students' academic progress.
2. **H0 (Null Hypothesis):** Parental communication with teachers does not significantly influence students' motivation and engagement in academic activities. **H1 (Alternative Hypothesis):** Parental communication with teachers significantly influences students' motivation and engagement in academic activities.
3. **H0 (Null Hypothesis):** There is no significant difference in academic achievement among students with high and low levels of teacher-parent communication. **H1 (Alternative Hypothesis):** Students with higher levels of teacher-parent communication demonstrate significantly better academic achievement than those with lower levels of communication.

RESEARCH METHODOLOGY

Research Design

This study has adopted a descriptive research design to establish the relationship between parent-teacher communication and its impacts on the progress, motivation, and engagement of the students in academics. The descriptive approach helped gain an in-depth understanding of the patterns and perceptions that exist about parent-teacher interactions.

Sampling Method

Convenience sampling was used to select participants in this study. This non-probability sampling technique was adopted because it is practical to gain access to respondents who are readily available and willing to participate. The sample size was 70 respondents, including students and their parents, to ensure that there was good representation of the demographic categories such as age, gender, parental education, and family income.

Population

The target population for this research included students within

the age group of 13 to 18 years and their parents. The study was conducted in schools offering both government and private education, ensuring a balanced representation of educational institutions.

Data Collection

The data collection was done through the use of a structured questionnaire administered to respondents. The questionnaires contained closed and Likert scale questions on the frequency, types, and perceived impacts of parent-teacher communication. The tool targeted key aspects, including:

- Frequency of communication.
- Types of communication techniques, face-to-face meeting, phone calls.
- Perceptions of academic motivation and engagement.
- Academic progress of students.

The questions were framed in a manner that the respondents would find clear and easy to understand, hence increasing the reliability of the data collected.

Data Analysis

The data were analyzed with the help of the following statistical tools:

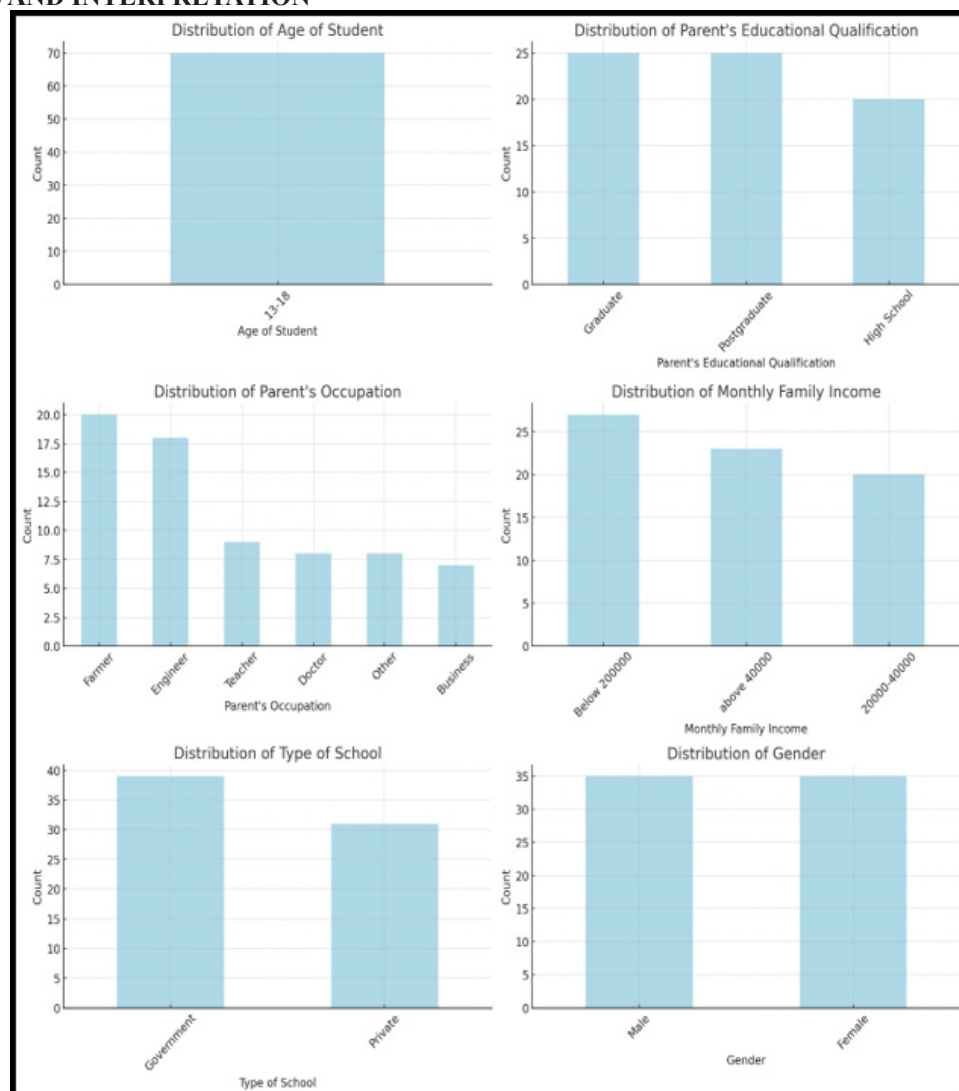
1. **Pearson Correlation:** To determine the relationship between the frequency of parental communication and students' academic progress and motivation.
2. **Independent Samples T-test:** To compare academic achievement levels between high and low parent-teacher communication groups.
3. **Descriptive Statistics:** Summarizing demographic data, responses, and identifying patterns or trends.

Analysis was performed with the use of software tools, ensuring that the answers given yield correct and meaningful interpretations.

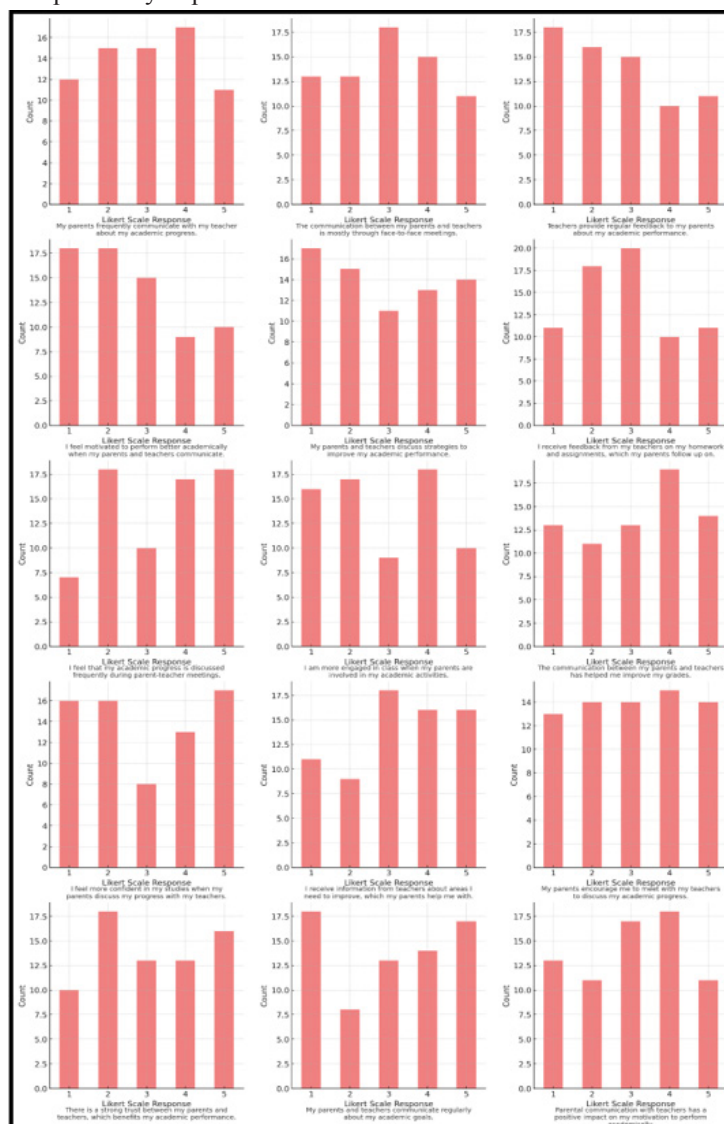
Ethical Considerations

All the ethical guidelines with regard to research have been followed. Participation was on a purely voluntary basis, and the respondents were assured that their data would be treated with confidentiality and anonymity. Informed consent was obtained from both students and parents before they became involved in this study.

DATA ANALYSIS AND INTERPRETATION



1. Age of Student: Most students are in the age bracket of 13-18, which reflects that this survey predominantly covers teenagers.
2. Parent's Educational Qualification: The majority of parents have at least a graduate degree, with an even distribution across Graduate, Postgraduate, and High School qualifications.
3. Parent's Occupation: The primary parental occupations include Farmer and Engineer, followed by Teacher and Doctor, alongside other professions.
4. Monthly Family Income: Family incomes are evenly spread across the categories: Below 20,000, 20,000-40,000, and Above 40,000.
5. Type of School: A larger number of students attend Government schools compared to Private schools.
6. Gender: The responses show a nearly equal distribution between Male and Female students.
7. Most respondents believe that parent-teacher communication is frequent and effective.
8. Many students feel that face-to-face meetings between parents and teachers are a common practice.
9. Students generally believe that feedback from teachers consistently reaches their parents.
10. Parent-teacher communication positively impacts students' academic motivation.
11. It is widely agreed that discussions between parents and teachers contribute to better academic performance.
12. Parents often follow up on feedback from teachers about assignments, indicating strong academic involvement.
13. Many students feel that their academic progress is regularly discussed during parent-teacher meetings.
14. Students tend to pay more attention in class when their parents are engaged in academic activities.
15. Communication between parents and teachers is considered beneficial for improving academic performance.
16. Students gain confidence in their studies when parents discuss their academic progress.
17. Parents are seen as proactive in addressing areas for improvement based on teacher feedback.
18. Parents encourage meetings with teachers to review their child's progress.
19. Trust between parents and teachers is viewed as a key factor in academic success.
20. Regular communication about academic goals between parents and teachers is acknowledged as significant.
21. Students believe that parental involvement positively influences their academic motivation.



Hypothesis Testing: First Hypothesis

Null Hypothesis (H₀): There is no significant relationship between the frequency of parental communication with teachers and students' academic progress.

Alternative Hypothesis (H₁): There is a significant positive relationship between the frequency of parental communication with teachers and students' academic progress.

Statistical Analysis

- **Test Used:** Pearson Correlation
- **Correlation Coefficient:** $r=0.069$
- **p-value:** $p=0.569$

Interpretation

1. **Correlation Coefficient (r):**

- The correlation coefficient of 0.069 suggests a very weak positive relationship between the frequency of parental communication with teachers and students' academic progress.

2. **p-value:**

- The p-value of 0.569 is greater than the significance level ($\alpha=0.05$), indicating that the result is not statistically significant.

3. **Conclusion:**

- We fail to reject the null hypothesis. There is no significant relationship between the frequency of parental communication with teachers and students' academic progress based on this dataset.

Hypothesis Testing: Second Hypothesis

Hypothesis:

- **Null Hypothesis (H₀):** Parental communication with teachers does not significantly influence students' motivation and engagement in academic activities.
- **Alternative Hypothesis (H₁):** Parental communication with teachers significantly influences students' motivation and engagement in academic activities.

Statistical Analysis:

- **Test Used:** Pearson Correlation
- **Correlation Coefficient:** $r=0.032$
- **p-value:** $p=0.792$

Interpretation of Results:

1. **Correlation Coefficient (r):**

- The correlation coefficient $r=0.032$ suggests a negligible positive relationship between the frequency of parental communication and students' motivation.

2. **p-value:**

- The p-value $p=0.792$ is much greater than the significance level ($\alpha=0.05$), indicating that the result is not statistically significant.

3. **Conclusion:**

- We fail to reject the null hypothesis. The data does not provide evidence of a significant influence of parental communication on students' motivation and engagement in academic activities.

Hypothesis Testing: Third Hypothesis

Hypothesis:

- **Null Hypothesis (H₀):** There is no significant difference in academic achievement among students with high and low levels of teacher-parent communication.
- **Alternative Hypothesis (H₁):** Students with higher levels of teacher-parent communication demonstrate significantly better academic achievement than those with lower levels.

Statistical Analysis:

- **Test Used:** Independent Samples T-test
- **T-Statistic:** $t=0$
- **p-value:** $p=1$

Interpretation of Results:

1. **T-Statistic:**

- The t-statistic of $t=0$ indicates no difference in the means of communication levels for high and low academic achievement groups.

2. **p-value:**

- The p-value $p=1.0$ is significantly higher than the threshold of $\alpha=0.05$, indicating no statistical significance.

3. **Conclusion:**

- We fail to reject the null hypothesis. The data does not provide evidence of a significant difference in academic achievement between students with high and low levels of teacher-parent communication.

CONCLUSION

This study investigates the connection between parent-teacher communication and various aspects of students' academic progress, motivation, and achievement. The findings revealed detailed insights into the dynamics of communication and its impact.

Key Findings:

- **Hypotheses Testing:** The correlation between parental communication and academic progress showed a very weak positive relationship that was not statistically significant ($r=0.069$, $p=0.569$). This implies that the mere frequency of communication is not necessarily a direct predictor of academic success. Similarly, the relationship between communication and students' motivation was minimal and negligible ($r=0.032$, $p=0.792$). These findings highlight that factors beyond communication itself may play a critical role in shaping students' academic outcomes and motivation.
- **Comparative Analysis:** The third hypothesis, comparing academic achievement between high and low communication groups, found no significant difference.

($t=0.0$, $p=1$). This underscores the importance of the quality and nature of communication over its quantity.

Qualitative Perceptions

Despite the findings above, student responses reflected positively on parental involvement. Most students agreed that communication between parents and teachers was not only frequent but also impactful. Additionally, feedback loops—where teachers effectively communicated their observations to parents, resulting in actionable support—were regarded as essential for fostering motivation and improving academic performance. Students expressed feeling more confident and engaged when their parents actively participated in their education. Trust between parents and teachers was also identified as a critical factor in achieving academic success.

Bridging the Gap

The results highlight a significant gap between the statistically measured impact of communication and the qualitative benefits perceived by students. This disparity may stem from the multi-dimensional and complex nature of academic achievement, which is shaped by socio-economic factors, teaching quality, and students' intrinsic motivation.

Recommendations

1. Improve the Quality of Communication:

Schools and parents should focus on fostering meaningful and constructive dialogues rather than simply increasing the frequency of communication. Training sessions for parents on effective communication strategies can help improve the quality of these interactions.

2. Develop Individualized Academic Support Plans:

Schools should collaborate with parents to create tailored support plans that address the unique needs of each student. Parent-teacher meetings can serve as a platform to define and implement specific action items.

3. Incorporate Feedback Mechanisms:

Teachers should provide regular, actionable feedback to parents, highlighting areas for improvement and celebrating milestones. This practice helps build a positive and supportive academic environment.

4. Organize Trust-Building Activities:

Schools should arrange activities aimed at strengthening trust and collaboration between parents and teachers, as trust is recognized as a critical component of academic success.

5. Conduct Motivational Workshops:

Workshops for both students and parents can help boost intrinsic motivation and engagement in academics, complementing ongoing communication efforts.

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